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# Skills

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## CITC seminar seeks to bridge gap between education and industry



John Moland chairs the Sudbury Industrial Training Advisory Committee (SITAC) which served as the host committee for CITC chairmen's seminar. He holds the position of Supervisor, Training, Development and Employment, Ontario Division, INCO Ltd.

Representatives of community industrial training committees (CITCs) throughout Ontario came to Sudbury in February to attend the fourth CITC chairmen's seminar.

More than 200 participants made the two-day seminar the largest ever since the first gathering in 1981. Prominent guest speakers, major announcements of new programs, and predictions of new growth and

financing for CITCs were some of the highlights.

Theme of the seminar was "Bridging the Gap Between Education and Industry", an idea that was analyzed in many workshops. The seminar was organized by the Sudbury Industrial Training Advisory Committee (SITAC), under the chairmanship of John Moland, Supervisor, Training, Development and Employment, INCO Ltd.

With representatives of industry forming the largest group, the seminar also drew participation from labour, from several ministries of the Ontario government, the Canada Employment and Immigration Commission, colleges of applied arts and technology and boards of education.

The grandeur of the event was evident at its official opening in the spectacular cavern-theatre of Science North, Sudbury's world-class showcase of technology. The seminar made news headlines in the Sudbury media, reflecting the efforts of SITAC, Cambrian College and local industries.

General Motors of Canada sent one of its top executives --A. Grant Warner, Vice-President and General Manufacturing Manager, Oshawa. Mr. Warner's plenary presentation emphasized the need for a comprehensive skills training network that will enable Canadian industry to compete effectively with foreign manufacturers. His comments are reported in detail elsewhere in this issue.

Mr. Warner said General Motors wants to see the bulk of training for skilled auto workers' positions delivered by colleges of applied arts and technology, not by



in-house courses at GM. Although the company intends to provide financial support for training, it would rather leave the actual teaching to professional teachers.

"Industry is the professional builder of products, but you people are the professional trainers. Industries know what they want to accomplish. They are in the best position to know their training needs, and they should be prepared to give the professional trainers--the community colleges--a four-year forecast of needs so that the colleges can plan."

### Dryden pleads for youth

Ken Dryden, Ontario's Youth Commissioner, was the keynote speaker on the first day of the seminar, delivering an urgent plea for concerted action for "more than 150,000 young people between the ages of 18 and 24 who cannot find work."

The former hockey star said most people do not realize how serious the youth unemployment problem is. The high dropout rates of Ontario high schools aggravate the situation, he said, citing statistics that show more than 40 per cent of Grade 9 students leave school without Grade 12 graduation.

"For these young people, training really can be the answer," he said. "It can provide them with an opportunity to get and keep a job, an opportunity which they may not get in any other way." Some better ways of identifying potential dropouts should be used in the early secondary years, and more counselling about skills training should be given, he added.

News of greater funding for skills training was announced in an after-dinner speech by John Edwards, associate deputy minister of Employment and Immigration Canada. Federal funding of \$900 million is being injected into employment and training programs across Canada, with about one-third of that amount coming to Ontario. When added to provincial funding, the amounts translate into 400,000 training positions and jobs across the country, one-third of them in Ontario.

Funding has been planned for a skills improvement program for employed workers; a job-entry program for youth and for women trying to enter the work force; a program to help long-term unemployed; a community adjustment program for places hard hit economically; a program for occupational skill shortages; and a program to improve the functioning of the labour market.

The federal government is also committed to establishing more co-operative education programs in high schools, colleges and universities. Every community should have a consultative committee to promote co-operative education and skills training, he added. In Ontario, the CITC network would be the logical structure for meeting those community needs.

The ever-expanding horizon of Ontario's CITCs was the focus of several major workshops of the seminar. Many CITC chairmen displayed keen interest in the lively discussions of Strengthening the CITC Network-Future Directions, a workshop that was given twice during the seminar.

Presenters at that workshop were: Jim Foy, North York CITC; Keith Svienson, Thunder Bay CITC; John Moland, Sudbury CITC; and Tom Douglas, Kitchener-Waterloo CITC; and Keith Nixon of Mohawk College, Hamilton. Also invited to join the discussion were Don Ahrens and Gordon McRae of the Ministry of Colleges and Universities, and Dr. Rifke Taher of the Canada Employment and Immigration Commission, Toronto Region.

Another major workshop dealt with the effects of OSIS on Vocational Education, and addressed the concern that fewer students are choosing vocational subjects as options in a secondary school system in which 16 of 30 credits for Grade 12 graduation must be obtained in compulsory subjects.

Led by Paul Halushenski of the Canada Employment Centre in Sudbury, the workshop featured three presenters: Bob Perry of the Ministry of Education's Sudbury office; Harold Peltomaki of the Ontario Technical Teachers' Association; and Douglas Lear, public affairs director of Allstate Insurance Co.

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Skills, in its fifth year of publication, serves as a communications link among CITCs and the skills training community across the province. Contributions concerning the activities of your CITC or any other facet of skills training are invited. If you have a topic suggestion that you would like to discuss, call Editor Elmo Ciprietti at (416) 965-1230. Written comments may be sent to:

Skills Editor Room 1468, Mowat Block 900 Bay Street, Toronto M7A 1L2





**Ontario Youth Commissioner Ken Dryden acknowledges applause after his plenary presentation at the CITC seminar. He stressed the plight of Ontario's unemployed youth and school dropouts, and urged concerted action to provide relief by means of skills training. (Photo: Cambrian College)**

Participants were told that new initiatives in counselling students will be directed to the promotion of skills training, and of co-op education, linkage and work experience programs.

Similar concerns were addressed in a workshop devoted to the Ministry of Education's new Technological Studies Guideline, 1985. Presenters Bob Perry and Geoff Craven (of the Ministry's London office) outlined the three-part document in a slide presentation that illustrated the vast number of courses which can arise from the subject guidelines. A significant innovation is the inclusion of three Ontario Academic Courses (OACs, formerly considered Grade 13) in technological studies. The three courses to be outlined in Part C of the document are, Analog and Digital Electronics, Fluid Power Control and Computer Technology. Designed for university-bound students of technology, these course represent the highest levels of difficulty ever offered in high school technical departments. Far from receding from the secondary scene, technological studies are expanding into its upper reaches, Mr. Perry emphasized.

Other workshops covered co-operative education, new ideas on training youth, pre-employment life skills, simulated training, persons with special needs, and training for the hospitality industry.

Official summaries of many of the workshops have been approved for distribution by SITAC and its chairman, John Moland. The summaries are reproduced in a special section of this issue of Skills. Ken Dionne, chairman of industrial training at Cambrian College, played a key role in assisting Mr. Moland in the organization of the seminar. (Skills is grateful to Mr. Dionne for supplying the front-page photograph of Mr. Moland.)

At the conclusion of the seminar, Mr. Moland told participants that considerable progress had been made in efforts to increase sharing and communication among CITCs in the province. Many chairmen had expressed the need for a co-ordinating group to provide greater linkage among CITCs, and discussions are still under way as to how best to meet that need.

In a related development, a group of ten CITC chairmen volunteered to assist Keith Nixon of Hamilton's HITAC in the formation of an ad hoc committee to develop a process planning model for use by all CITCs. The group originated at the seminar and made plans to hold meetings during the spring, using the "DACUM" method of analysis to study the role and function of CITCs. The intention is to publish a process planning model for CITCs, and to define the role of co-ordinator. Future issues of Skills will report the group's progress.



# GM'S Grant Warner sees training as key to Canada's productivity



**A. Grant Warner, Vice-President and General Manufacturing Manager, General Motors of Canada, Oshawa, delivered an important message concerning the need for comprehensive skills training to make Canada competitive on world markets.**

Note: Skills is grateful to A. Grant Warner, Vice-President and General Manufacturing Manager, General Motors of Canada Ltd., for his contribution to this edition. After speaking without a prepared text at the Sudbury Chairmen's seminar, Mr. Warner agreed to summarize his remarks for the benefit of our readers. The following article was sent to Skills from his office in Oshawa.

By A. Grant Warner

Canada enjoys a standard of living that is supported by our ability to be competitive in the export market. In fact, close to 30% of our G.N.P. depends on exports. Our largest customer, the United States, buys about 75% of our exports and the rest goes worldwide. In all, our customers demand value for their eagerly sought after purchases. Value means high quality goods delivered on time at world competitive prices. One element of our cost structure is productivity and of interest to us today

is the link between productivity and training.

First of all, there has to be a positive relationship between management and the workforce. There has to be an ability to hold non-adversarial meetings to discuss problems so that both sides understand what is required of the business. Management can't demand "that we have to do better" without being able to lead the way.

It has been stated many times before that about 80% of all problems belong in management's lap. The vast majority of all our workers want to do a good job, want to build the product as if they were going to buy it. Our workers want security and a chance to gain respect in the workplace. Management, government and labour want a healthy business -- a healthy business usually grows, which in turn will hire more people and help reduce Canada's 11% unemployment rate.

Where do we start? The workers have to understand that higher productivity does not mean working harder; it means, with management's help, working smarter. It means producing more with less effort; it means being on the job -- less absenteeism; it means having the workers take an interest in their job; it means that management needs to create an atmosphere of trust. We have to sit down with our workers and explain what we are trying to accomplish; we have to be open and we have to be honest.

As openers, there are many non-controversial topics, over simplified, yes, but nevertheless very important: the need for quality products, the need to reduce scrap, the need to increase machine up-time. In these areas workers and management have many common goals and the need to solve these problems. If agreement can be reached that these are common goals, then training can start. In starting a training program it is very important for the worker to know why he is at a particular course, how it is going to help him on the job. Don't have your people attend a class and in the back of their minds be wondering why they are there. The workers have to know the big picture before getting into specifics.



At General Motors we are starting to send our hourly workers to other plants, both domestically and overseas, to see new technology, to see and start to understand the "Big Picture". Our hourly workers are visiting supplier plants to help solve quality problems -- they are visiting dealers for the same reasons. We are trying to make total use of our employees -- they are receptive to training -- they are hungry for information.

In the quality area, General Motors is consulting with world renown experts like Deming, Juran and Crosby. We are also heavily involved in training our people in the principles of Statistical Process Control (SPC). When management visits the plants our hourly workers are now able to tell us what they have done to reduce scrap. They are very enthusiastic and feel part of the team because they are contributing to common goals. As industry moves forward more high technology equipment will be required and will be essential if we are to remain competitive in the world markets. The successful use of this new equipment depends on how well our people are prepared for its use. What are the prerequisites for the successful installation of the latest technological advances? It is training, and the question is who is best able to carry out the training need.

Industry is the professional builder of products but you people are the professional trainers. Industry knows what they want to accomplish; they are in the best position to know their training needs and should be prepared to give the professional trainers, the community colleges, a four-year forecast of needs so the colleges can plan.

Our current thinking is that all our present employees would receive 40 hours of training on a yearly basis with our skilled and semi-skilled people receiving a total of 80 hours. To the members of industry who are here today, have you ever thought about the skill levels you would like your new hires to have? Perhaps you should be working with your local community college to discuss this need. Do your potential hires need an upgrading in their math skills, a basic understanding of SPC, an awareness of the importance of the local industry and how it fits into the big picture. Would the ability to read blueprints help or the understanding of robotics or display terminals for information input and output? Wouldn't it help industry if new employees had training geared to a particular need -- a need that industry can identify?

As a start in raising the skill level of potential hires General Motors, at some locations, is using an assessment centre where people seeking employment are given 32 hours of simulated work experience and classroom instruction to increase the likelihood that the person is well suited to our type of work. The community colleges have been and should continue to be involved in training before hiring. Funding details have to be worked out but a well thought out program of training will lead to increased productivity, which should enable the business to grow and create more jobs, and this will get government attention. Perhaps these new courses designed to help industry get better employees can lead to certificates and later to diplomas, so as to provide increased mobility to the workforce. With closer and more informed dialogue, there can be benefit to all. It is a four-way program, with benefits to the college, government, workforce, industry and of course, our country.

#### BENEFITS TO THE COLLEGE

- ° New market for education
- ° More teacher contact with industry and current trends
- ° Assistance with curriculum design to meet needs of industry
- ° Improved administration contact with industry should help such activities as placement and coop programs
- ° Industry sponsored students may take other courses on their own initiative
- ° College should gain with better capital base and equipment
- ° College may have some access to company instructors and/or equipment
- ° College will be truly meeting the needs of one of its customers (industry)

#### BENEFITS TO GOVERNMENT

- ° Better control over delivery of real training
- ° Competitiveness of industry will be enhanced
- ° Improved competence of Canadian workforce
- ° This system should be a more efficient and cost-effective way to deliver training
- ° Does not require massive government bureaucracy to administer and control



- Addresses the needs of small companies
- Provides information for manpower training
- Can be used to help shape provincial and/or national training and economic strategies
- Better mobility for laid-off workers - reduces U.I. claims

#### BENEFITS TO STUDENT-EMPLOYEES

- Professional instruction
- College certified skills will be more portable
- Involvement in career-path planning
- Greater access to training
- Can share in decisions regarding personal training plan

- Association with students/employees from other companies
- Better mobility if laid off

#### BENEFITS TO COMPANIES

- Reduced cost
- More access to training - even with only one student
- Participation in control over curriculum
- Can help guide provincial/training strategy
- Effective manpower planning on a regional basis
- And a healthier company

#### BENEFIT TO THE COUNTRY

- A competitive workforce and reduced unemployment if we work together as a team.

## Enterprise Ontario proposes new Ministry of Skills Development to promote training and job creation

On March 22, 1985, the Ontario Government announced Enterprise Ontario, a coordinated strategy for increased job creation and job security. A key step is the formation of a new Ministry of Skills Development, with the Hon. Ernie Eves as Minister, and Blair Tully as Deputy Minister. The new Ministry will encompass the Skills Development Division from the Ministry of Colleges and Universities, the Youth Secretariat, the Youth Commissioner, the Ontario Youth Opportunities Fund and the Ontario Skills fund.

The new Ministry will increase the Ontario Government's responsiveness to training needs and provide for increased co-ordination of programs. It will consolidate all non-institutional skills development, vocational training and human resources planning and forecasting under one roof. It will obtain training services from existing secondary schools, colleges, universities and private institutes rather than open new institutions.

A new skills development strategy for Ontario was outlined. Its ten major points are described elsewhere in this issue. The next issue of Skills will feature a complete report on plans for the new Ministry and its implications for the CITC community.

#### A SKILLS DEVELOPMENT STRATEGY FOR ONTARIO

Plans call for the new Ministry of Skills Development to work in partnership with business and labour as well as with the Ministries of Education, Colleges and Universities, Industry and Trade, Labour, Community and Social Services and Treasury and Economics to design a comprehensive, province-wide Skills Development Strategy. The objectives of this strategy will be:

- Increased job security based upon skills proficiency and adaptability.
- A close link between training and industrial development to help ensure that training leads to employment.
- A flexible and productive work force able to compete with the world.

Ontario's Skills Development Strategy will adhere to the following major principles:

1. EQUAL ACCESS TO TRAINING. Barriers to training will be analyzed and removed. Special attention will be given to the needs of women, the disabled and people living outside major urban centres. For many of these people,



access to training is limited by a lack of child care, transportation or financial resources. The new ministry will ensure that they receive their fair share of training.

2. PORTABLE SKILLS. The Ontario Skills Development Strategy will emphasize generic skills which are portable from job to job. Most people will need training more than once during their working life due to rapid changes in the economy. Wherever possible, the new ministry will seek to provide training which transcends specialized job skills, in order to provide a sound basis for continuing employment.
3. JOB PATH. The Ministry of Skills Development will work to create a continuum of training, work experience and counselling leading to long-term employment. Programs will be linked to form job paths for the hard-to-employ. About 65 per cent of our young people do not go on to college or university after graduating from high school. Having left the formal educational system, these young people need an alternative system that leads step by step from school to long-term employment. This skills development system must be as clearly understood by employers, guidance counsellors, trainers and young people as the route through colleges and universities.
4. BRIDGING THE CLASSROOM AND THE WORKPLACE. Wherever possible, work experience and classroom instruction must be integrated. Ideally, the individual will move back and forth between these two modes of learning.
5. A GREATER ROLE FOR INDUSTRY. Ontario's Skills Development Strategy will foster a greater role for industry in training programs. Too many companies expect to have people trained specifically for their needs, at public expense, with no obligation to hire the graduates. This approach puts too much onus on the individual and government. Industry must become a more active partner in providing funds, expertise, facilities and work experience to facilitate the training process.
6. PERFORMANCE-BASED TRAINING. Training programs will emphasize performance-based training rather than time-based training. In other words, the time required to earn accreditation will be related as much as possible to actual skill levels

rather than arbitrary training periods. Traditional apprenticeship training is sometimes inflexible, unnecessarily time-consuming and expensive. The new ministry will consider ways to overhaul the apprenticeship program in cooperation with unions and employers.

7. TRAINING OF PART-TIME WORKERS. The new ministry will establish new programs to train part-time workers. Currently, this important segment of the labour force is without adequate formal training programs. This gap poses special problems for women who comprise the vast majority of part-time workers.
8. LINKING TRAINING TO INDUSTRIAL CHANGE. The new Ministry of Skills Development will work with individual companies to identify training and retraining requirements. If facilities are to be shut down, or if they are to undergo substantial changes due to new technology, the ministry will help arrange suitable training for those who are affected.
9. FEDERAL-PROVINCIAL COOPERATION. The new ministry will work directly with the federal government to define a rational division of responsibility between Ottawa and Ontario. Too often, in the past, training programs have been characterized by duplication and gaps in service due to insufficient coordination between the two levels of government. There are two possible options for rationalizing federal and provincial programs: segregation of responsibility; or a shared-cost formula based upon common objectives. Recent instances of cooperation between the two governments on training issues such as the joint support of Community and Industry Training Committees suggest that now is the time to move toward a comprehensive understanding.
10. STABILITY. The new ministry will promote stability and continuity in the various programs so as to increase familiarity with them and make them easier to use, both by individuals and companies.

The Ontario Government will consult with labour on the development of these principles and their application to the workplace.



## New initiatives planned for secondary schools

Ontario's secondary schools have an important role to play in the training process, particularly for those students who do not go on to attend a post-secondary institution. For many of these students, the best solution is to integrate apprenticeships and other work-oriented programs into the high school curricula, enabling these young people to complete a significant part of these programs during their secondary school years. This approach will help to keep young people in school and increase their chances for employment at an earlier age.

New resources will be committed to co-operative education in the secondary schools. Under the Co-operative Education Program, which has been in place on a limited scale since 1977, students spend up to two-thirds of their course time in job-related training outside the school for which educational credits are obtained. Frequently, this training leads directly to employment with the company participating in the program.

Additional funds will be allocated to co-operative education, enabling an additional 10,000 students to participate in co-op programs-- an increase of 66 per cent over current levels. Funds will be allocated on the basis of school board proposals. Part of the money will be used to hire additional placement officers on a contract basis to recruit and work with employers. Allowances will also be provided to students to overcome transportation costs and other barriers to participation.

## Free publications available on request

The Skills Development Division and other government agencies publish many booklets and pamphlets pertaining to skills training, of interest to employers, employees and members of CITCs. For free copies write to the addresses given below.

- \* Training Publications -- This 20-page catalogue is an essential resource which lists hundreds of training profiles, provincial competency guidelines, study outlines, general and specific publications,

along with the ordering addresses. Every CITC member can benefit from having a copy of this catalogue.

- \* New Skills for Women -- Published by the Ontario Women's Directorate, this pamphlet describes opportunities for women in technology and skilled trades.
- \* Linkage: Training Today for Tomorrow -- The rapidly-growing connection between apprenticeship and secondary schools programs is described in this pamphlet.
- \* Apprenticeship (both English and French versions available)
- \* Ontario Career Action Program
- \* Ontario Training Incentive Program
- \* Training in Business and Industry (This is a reprint of our Upgrading publication.)
- \* Employer's Guide (to federal and provincial skills-development programs offered in Ontario)
- \* Instructor's Handbook (a guide to the development and operation of workplace-centred training programs)

Copies of any of the above publications are available free of charge from:

Publications Co-ordinator  
Skills Development Division  
Ministry of Colleges and Universities  
900 Bay Street  
Toronto, Ontario  
M7A 1L2  
Telephone: (416) 965-5388



# OFFICIAL SUMMARIES OF WORKSHOPS

## COMMUNITY INDUSTRIAL TRAINING COMMITTEES' CHAIRMEN'S SEMINAR, FEBRUARY 27-28, 1985 HELD IN SUDBURY, ONTARIO

### Community Industrial Training Committees' Chairmen's Seminar, February 27-28, 1985

This section of Skills consists of some formal summaries of workshops at the chairmen's conference. Prepared by official recorders, the summaries were approved by John Moland, chairman of the Sudbury Industrial Training Advisory Committee, the host committee for the seminar.

#### Workshop summary:

#### THE EFFECTS OF OSIS ON VOCATIONAL EDUCATION

What is the direction of vocational education in Ontario one year after the introduction of the new intermediate and senior grade program requirements, collectively known as OSIS? (Ontario Schools: Intermediate, Senior)

Mr. Bob Perry (Ministry of Education) outlined the philosophy of OSIS and the major changes it produced, namely the addition of French as a compulsory credit and the increase in number of compulsory credits from 14 (out of the 27 credits required for completion) to 16 (out of 30). He emphasized the OSIS philosophy of developing practical problem solving skills and the acquisition of knowledge, skills and attitudes required to cope with the school-to-work transition.

Mr. Harold Peltomaki (Ontario Technical Teachers' Association) described the initial result of OSIS implementation, a 20% average enrolment decline in technical courses across the province. This was primarily attributed to the practice of 'fast-tracking', an attempt by students to obtain the bulk of the compulsory credits in the first two years of the senior grade division (Grade 9 and 10). Therefore, rather than encouraging the early exploration of technical (and general)

courses as envisioned in the philosophy of OSIS, implementation has produced the reverse, although results vary across Boards of Education.

Mr. Doug Lear (All-State Insurance) stressed the advantages of cooperative education, and attributed much of the implementation difficulties of OSIS to the overall declining enrolment environment which produced competition among academic areas. He also encouraged better vocational guidance through the acquisition by guidance teachers of a broad range of business experience during work sabbaticals in local businesses.

Ensuing discussion involved the areas of:

- the need by technical teachers to achieve cross-certification in general subjects to ensure their 'survival'.
- the use of modular technical courses to aid the exploration of numerous technical areas.
- the recognition that declining technical education may reflect the poor job prospects within manufacturing industry.
- the need to offer more standardized options packages across schools within a Board of Education.

A recurring background theme was the staggering drop-out rate of about 50% within the secondary educational system.

#### Workshop summary:

#### SIMULATED TRAINING

The facilitator for this workshop was Tony Cupido, Regional Administrator, Ministry of Colleges and Universities.

Simulated Training was a response to the problem of apprentices generally being the first persons laid-off due to the economic recession. In order to initiate a project,



full agreement must be reached between labour unions, the College, the Provincial and Federal Governments, the trainee and the employer.

Two presentations of different types of projects were given - one by Algoma Steel, Sault Ste. Marie and one by Falconbridge Ltd. of Sudbury.

The presenters from Algoma Steel described the process they went through with management and labour to get approval to set up their project. The company could not incur expenses due to their financial situation and they wanted training conducted by a third party so that trainees were not seen to be employees since other senior people had also been laid-off.

Training was conducted in a controlled environment in a closed mill outside the production process. All trades approved the process and the company is now looking at incorporating this training method into their normal apprenticeship system.

The Falconbridge Ltd. program was different in that their 10 trainees were trained in the plant as a work experience component along with regular workers. It required delicate handling as union members were worried about jobs being taken from laid-off members. The program only existed for apprentices who were very close to finishing their apprenticeship time. It took the company and the union working closely together to solve problems.

The general consensus was that this type of training was very beneficial and should be promoted on a limited time basis for apprenticeship training and that management and unions should work closely together to ensure harmony and smooth running of such a program.

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#### Workshop summary:

#### NEW IDEAS ON TRAINING YOUTH

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Ontario's unemployed youth have reached a staggering 156,000. This, however, is only the number of registered youth. One must add to this, the thousands of youth who have wilfully withdrawn from the labour force or never registered at all.

The consequence of not finding a way to provide dignity, opportunity and independence to this large group will be substantial, both economically and socially.

Lambton CITC in response to the aforementioned designed a proposal that would bring the economic partners - industry, labour, government - together with community agencies to develop programs that would produce highly trained youth capable of employment.

Lambton CITC in reviewing the employment market feels that there is not a shortage of jobs, but rather, a shortage of trained individuals for the existing vacancies.

To alleviate this situation and the potential for future shortages/surpluses Lambton CITC feels that it is time to move away from the traditional style of training tradesmen.

Uppermost on the agenda, while moving to non-traditional methods of training, is the essence of future planning. Essential to this would be a co-operative review by the CITC, labour, industry and government of the National Skills Shortage listing plus all relevant labour market data.

Basic to the design of Lambton CITC's proposal is the essential movement away from the traditional type of training towards continued education. That is, rather than provide apprenticing youth with a single skill they would be educated for all walks of life.

The new non-traditional training would take place on-the-job and when that was not available, the apprentice would continue off-the-job training in the community.

Training course curriculum would be designed to reflect a competency-based focus rather than the existing time-based focus and a certificate of competency would be issued as with all other post-secondary educational courses.

In the past, apprentices usually worked for one company. However, the new system arranges for apprentices to be placed with a variety of employer types and size of company, unionized and non-unionized and for varying lengths of time. Trainees, as a result develop greater versatility and adaptability leading to an increased ability for them to function in new environments.

Flexible training and exposure to a number of companies also produces a trainees who is functioning from a broader base of knowledge and, therefore, more capable of contributing on the job.



To ensure young people are hired onto an apprenticeship training program, the proposal designates the CITC as the employer. It then becomes incumbent upon the CITC to approach industry for their assistance in helping to train these youth.

Companies are not obligated, either while the individual is receiving training or afterwards, to hire the young apprentice. Nor is the trainee obligated to work for any of the employers upon certification.

Financing apprenticeship training under the old system was the full responsibility of the company hiring the apprentice. The new proposal, however, will require a much different type of financing. Thus, it is essential that the CITCs and the community look at new approaches and/or changes to existing spending patterns.

For instance, government funds, while not excessive, are available, the Lambton CITC believes. What is necessary to make funds available for this new proposal is a more effective redirection of the monies and reduction in the overlapping and competitiveness of government programs.

Another option for funds is to have the trainees and/or their parents pay for their apprenticeship training the same as all other student learning situations. In support of this suggestion, the Lambton CITC has been told by many parents that they would be more than willing to pay for their child's apprenticeship if that would encourage employers to be more receptive to training.

The employer's contribution, under the proposed plan, would be the use of trainers and facilities -- a modest reduction from the past when the apprentice's salary and benefits would have been included.

CITCs would hire youth directly from high school after careful selection to ensure interest, ability to succeed in the training and future marketability. As well, the youth could be identified through Youth Counselling Centres that function as a central information agency and clearing house for training positions.

While the emphasis has been put on hiring youth with demonstrated potential, the CITC recognizes the needs of the disadvantaged. Thus 3-4% of the training positions will be set aside for this target group.

The conclusion reached by the Lambton CITC is that the proposal is feasible, but that

its success depends upon the co-ordination and co-operation of business, labour, CITCs and government working together to develop a common goal for tradesmen.

#### Summary:

#### CO-OP EDUCATION WORKSHOP

#### Comments and observations include:

- any initiative to bridge the gap between education and work is dependent on strong interaction between the participants/partners/representatives of the community;
- joint co-operation and sharing of information is necessary to plan, develop and deliver any work/career oriented program effectively;
- the partners should be encouraged to provide input on the changing, emerging and future needs of industry, on alternate, flexible delivery methods adapted to individual needs, and on more effective ways of responding to the needs of the community in a practical coherent way;
- the prerequisite for any work/career oriented program is the completion of an audit/inventory which provides a profile of supply, demand and skill needs;
- once a need is identified the appropriate partners should develop and implement a practical action plan that will meet the specific requirements of the community, organization, workforce;
- economic and social partners should be encouraged to experiment with new approaches, implement pilot projects and exchange ideas on new applications of co-op education;
- hiring retired/laid off professionals, journeymen, tradespersons, specialists, instructors, etc. should be considered;
- programs such as the Interprovincial Standards Programs should be promoted and expanded to encourage the standardization of provincial training and certification programs, the transfer and portability of skills and the mobility of workers;
- The various educational, learning, training, work experience and employment programs should be re-examined to avoid duplication, working at cross purposes and reinventing the wheel;
- the roles and responsibilities of the partners should be clearly defined.



## Workshop summary:

STRENGTHENING THE CITC NETWORK  
FUTURE DIRECTIONS

Despite the fact that the original mandate - to address specific skill shortage needs - of CITC's has been met, there is a continued need for an active CITC network. Indeed, there is an acute need for some mechanism to represent local community interests. If CITCs fail to fill this need, alternative mechanisms will be created. Given that the original mandate/project has been met and that there is a future role for CITCs - what is that role, and how does it differ from the past? How must the CITC network evolve in order to meet new challenges and responsibilities?

A brief summary will not do justice to the quality discussion that took place in these workshops. Discussion focused on the following points:

- there is a role for CITCs to participate in the community;
- other mechanisms do not appear to meet the role as well as a CITC might if the current committees can evolve to meet the larger need;
- a coordinator or liaison officer is required to assist a committee to be efficient;
- the funding of this position must be resolved;
- a paid staff officer must not run the committee - ways and means must be in place to assure the committee continues to function;
- communication and exchange of information between committees is vital and a mechanism should be developed to share ideas and new approaches;
- a network of communication must be established;
- a network would include conferences, newsletter exchange among the chairpersons, geographical syndicate group for coordinated efforts and perhaps a central body;
- communication must focus not just on inter-committee liaison, but an emphasis must be placed on approaching both levels of governments, other consultative mechanisms and the community at large;
- the CITC network must expand their horizons to serve the needs of the total community, i.e., other sectors and those looking for work;
- this may expand their interests from primarily industrial training to a wider range of labour adjustments such as employment development, skills upgrading,

equity employment, continuing education, pre-employment preparation and job entry assistance;

- the individual CITCs must show leadership within their communities and the network must show united leadership;
- this will require innovation in approach, methods and organization;
- the need for a coordinating body was discussed at length;
- the groups finally concluded that an "Advisory Council" be formed by business and labour representatives from the CITC network to consider new ways to work with the federal and provincial governments.



# Queen's Park workshop promotes skills opportunities for women

How better to expand the role of women in trades and technology was the subject of a Queen's Park workshop attended by more than 200 representatives of many interested groups.

Women: Bridging for the Future was the theme of the two-day workshop Feb. 27-28, jointly sponsored by the Ministry of Colleges and Universities and the Ontario Women's Directorate. Plans for the workshop were initiated by the Ontario Committee on Non-traditional Occupations for Women.

Participants came from federal, provincial and community agencies involved in preparing women for the workforce, especially in skilled trades and high technology. Ontario's colleges of applied arts and technology were widely represented, as were the program administrators of Women in Trades and Technology (WITT) and many related initiatives for equality of opportunity.

Deputy Minister George Podrebarac welcomed the participants with an affirmation of the aims of the workshop. The proceedings were chaired by Ann Wine of Conestoga College.

Keynote speaker Maureen McTeer emphasized the role of the private sector in providing skills training. She suggested that future workshops include employers and representatives of community industrial training councils, as participants and as panelists.

The need for "bridging programs", designed to ease the entry of women into trades and technology programs, was the major theme repeated in many sessions, as many panel members outlined the barriers to be overcome by women who seek training.

Another recurring theme of the conference was concern about the proliferation of small-scale programs aimed at specific target groups of women. Several panelists complained that the proliferation of programs causes confusion for women in the community selecting a program and for referring agencies. Proliferation can cause fragmentation which can impede the progress of women moving through the training system.



**Maureen McTeer of Ottawa was the keynote speaker.**

The need for integration and concerted efforts in bridging programs was emphasized by several panelists including: Scott Tyrer, Manager, Special Needs Section, Ministry of Colleges and Universities; Ellen Mills, Senior Policy Advisor, Ontario Women's Directorate; Rita Mifflin, Director, Community Programs and Services, YWCA, Toronto; and Dolores Qasim of Employment and Immigration Canada.

Joyce King of the Ministry of Colleges and Universities chaired a panel on Preparatory Programs: Bridges of Economic Self-sufficiency. Lois Willson, Canada Employment and Immigration Commission, served as moderator of a panel on funding sources. Joan Sharmon of Canadore College chaired a panel on Women in Trades, while Simmy Hyman of Centennial College led another on Women in Emerging High-Tech Occupations.

Plans are underway for a similar workshop with even wider representation from the skills training community.



# Directory of Ontario's Community Industrial Training Committees (CITCs)

LOCATION	COMMITTEE OR ASSOCIATION	NAME & ADDRESS OF CHAIRMAN	EMPLOYMENT TRAINING BR. REPRESENTATIVE
BANCROFT	Bancroft Area Industrial Training Committee	Mr. Jack S. Hattin 45 Hastings St. N. Box 639, Bancroft, Ontario K0L 1C0 332-4356	F. Charles 968-5558
BARRIE	Barrie & District Community Industrial Training Committee	Mr. Brian Smith c/o Barrie Welding & Machine (1974) Limited 39 Anne Street South Barrie, Ontario L4N 2C7 726-1444	W. McConnell 737-1431
BELLEVILLE (Quinte District)	Quinte Community Industrial Training Committee	Mr. Brian Riden c/o Bata Engineering Batawa, Ontario K0K 1E0 398-6106	W. Drulak 968-5558
BRAMPTON/ MISSISSAUGA (Peel Region)	Peel Region Industrial Training Advisory Committee	Mr. R. G. Connolly c/o White Radio Ltd 940 Gateway Drive Burlington, Ont. L7L 5K7 632-6894	J. Walsh 233-3281
BRANTFORD (Brant County)	Brant Industrial Training Advisory Committee	Mr. John Wilson c/o John Wilson Machine Ltd. P.O. Box 10, Burford, Ontario N0E 1A0 458-4882	C. Georgian M. Tymchyk 756-5197
BROCKVILLE (Leeds & Grenville Counties)	Leeds & Grenville Industrial Training Advisory Committee	Mr. Jim Peters c/o Electrolux Canada Ltd P.O. Box 900 60 California Avenue Brockville, Ontario K6V 6G3 342-0220	R. McCracken 342-5481
CAMBRIDGE	Community Industrial Training Committee	Mr. Barry Powell Acting Chairman c/o Wean United Canada Limited Box 366, Savage Drive Cambridge, Ontario N1R 5V6 621-3450	J. Thiele 884-5460
CHATHAM (Kent County)	Kent Industrial Training Advisory Committee	Mr. John Curtain c/o Canadian Fram P.O. Box 2014, 450 Park Avenue Chatham, Ontario N7M 5M7 352-6700	R. Lavin 354-9100
COBOURG/PORT HOPE (Northumberland County)	Northumberland Industrial Training Advisory Committee	Mr. Bernie Paziuk c/o Complax Corp. 755 Division St. North Cobourg, Ontario K9A 3T1 372-5411  and Mr. J. Davies c/o El Dorado Resources Ltd. 1 El Dorado Place Port Hope, Ontario L1A 3A1 885-4511	R. Pereschuk 743-4172
COLLINGWOOD	Collingwood Industrial Training Committee	Mr. G. Holzenдорff c/o Kaufman of Collingwood 201 Balsam Street Collingwood, Ontario L9Y 3Y7 445-6000 (Committee address: P.O. Box 172, Collingwood, Ont. L9Y 3Z5)	W. McConnell 737-1431
CORNWALL (Stormont, Dundas & Glengarry Counties)	S.D. & G. Industrial Training Committee	Mr. F. Edwards c/o B.A.S.F. Canada Ltd 501 Wallrich Avenue Cornwall, Ontario K6J 2B5 933-5330	L. (Laurier) Roy 938-9702
DRYDEN	Patricia Training Committee	Mr. Arnold Beebe P.O. Box 1025 Dryden, Ontario P8N 3E3 223-3035	R. Reynard 468-3325



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EAST METRO	East Metro Industrial Training Advisory Committee	Mr. J.D. Buchanan c/o Ford Glass Ltd. Scarborough Plant 350 Danforth Road Scarborough, Ontario M1L 3X7 694-3401	K. Papadimitriou 750-3533
ELLIOT LAKE (East Algoma District)	East Algoma Community Industrial Training Council	Mr. Carl Petrone c/o Sault College East Algoma Campus 1 College Place Elliot Lake, Ontario P5A 3G9 (Committee phone 848-3661)	R. Wing J. Pino 942-4420
ETOBICOKE & YORK	Industrial Training Advisory Committee for Etobicoke & York	Ms. Nancy Jackson c/o Garrett Mfg. Ltd. 255 Atwell Drive Rexdale, Ontario M9W 5B8 675-1411	J. Walsh 233-3330
FORT FRANCES	Committee for Skills Development - Rainy River District	Mr. Frank Myers 1719 Colonization Road West Fort Frances, Ont. P9A 2T9 274-7942 (Committee Address: 517 Mowat Ave. Fort Frances, Ont. P9A 1Z1)	J. Gibson 468-3325
GODERICH (Huron County)	Huron County Industrial Training Committee	Mr. Ian Moreland c/o Western Foundry Co. Ltd Wingham, Ontario NOG 2W0 357-3450	L. Ready 453-7190
GUELPH	Guelph Community Industrial Training Committee	Mr. Jim Finamore c/o Canadian General Electric 201 Woodlawn Road West Guelph, Ontario N1H 1B8 822-2120	J. Sherk 884-5460
HALTON COUNTY	Halton Industrial Training (HIT) Committee	Mr. Chuck A. Morris, 509-345 Lakeshore Rd.E Oakville, Ontario L6J 1J5 842-0107	J. A. Walsh 233-3330
HALIBURTON	Haliburton County Industrial Training Committee	Ms. Barb Bolin c/o Sir Sandford Fleming College Lakeview Centre, P.O. Box 339 Haliburton, Ontario KOM 1S0 457-1680	J. Kozma 743-4172
HAMILTON	Hamilton-Wentworth Community Industrial Training Committee	Mr. Colin D. Campbell c/o Dofasco Inc P.O. Box 460 Hamilton, Ontario L8N 3J5 544-3761	G. Jones N. Bradbury 521-7764
HEARST	Hearst Industrial Training Advisory Committee	Ms. Ginette Quirion P.O. Box 145 334 Highway #11 East Hearst, Ontario P0L 1N0 362-4353	J. Labrecque A. Piche 264-2354
KAPUSKASING	Kapuskasing & District Industrial Training Committee	Mr. Simon Filion, c/o L.J. Fortin Construction Ltd. 8 Radisson Road Kapuskasing, Ontario P5N 3C3 335-8521	J. Labrecque B. Morissette 264-2354
KENORA	Committee for Skill Development (Kenora Area)	Mr. M.R. Farrow 1500 Highway 17 East Box 722 Kenora, Ontario P9N 4B5 468-7519 Home 468-3131	R. Reynard J. Gibson 468-3325
KINGSTON	Kingston & Area Industrial Training Advisory Committee	Mr. Charles Paterson P. O. Box 63 Station "A" Kingston, Ontario K7M 6P9 544-6000	F. Griffiths 547-2271



<u>LOCATION</u>	<u>COMMITTEE OR ASSOCIATION</u>	<u>NAME &amp; ADDRESS OF CHAIRMAN</u>	<u>EMPLOYMENT TRAINING BR. REPRESENTATIVE</u>
KIRKLAND LAKE	Kirkland Lake & District Industrial Training Advisory Committee	Mr. Dick Kemshall c/o Heath & Sherwood Drilling 34 Duncan Avenue North Kirkland Lake, Ontario P2N 3L3 567-9311 (Committee Address: P.O. Box 276 Kirkland Lake, Ont. P2N 3H7 568-8407)	A. Piche 264-2354
KITCHENER-WATERLOO	Kitchener-Waterloo & District Community Industrial Training Committee	Mr. Larry Zepf c/o Zepf Technologies Inc 572 Weber Street North Waterloo, Ontario N2L 5C6 884-6470	J. Thiele 884-5460
LANARK COUNTY	South Lanark Industrial Training Committee	Mr. Larry Sparks c/o C & D Batteries P. O. Box 276 10 Industrial Road Perth, Ontario K7H 3E4 267-5000	R. Eccles 731-7100
LINDSAY (Victoria County)	Victoria County Industrial Training Committee	Mr. Tom Crowe 78 Bond Street Lindsay, Ontario K9V 3R4 324-0524	R. Pereschuk 743-4172
LONDON	London Industrial Training Advisory Board (LITAB)	Mr. J. Wagter P.O. Box 6216, Station D London, Ontario N5W 5S2 452-5520	L. Ready 453-7190
MIDLAND	Midland/Penetanguishene Industrial Training Committee	Mr. Michael R. Tidy SS # 1, Site 4 Compartment 16 Penetanguishene, Ontario LOK 1P0 549-8409	W. McConnell 737-1431
MUSKOKA (Bracebridge/ Gravenhurst/ Huntsville)	Muskoka Training Advisory Committee	Mr. R.J.V. Curtis c/o Uniroyal Limited P.O. Box 2230, 700 Ecclestone Drive Bracebridge, Ontario POB 1C0 645-4431	D. Baldock 737-1431
NEW LISKEARD, HAILEYBURY & COBALT	Tri-Town & Area Industrial Training Advisory Committee	Mr. Gerald Belanger c/o Sherman Mine P. O. Box 217 Temagami, Ont. POH 2H0 569-3611 (Committee Address: P.O. Box 2231 New Liskeard, Ontario POJ 1P0)	L. Guppy R. Schonfeldt 474-5546
NIAGARA PENINSULA	Niagara Industrial Training Advisory Committee (NITAC)	Mr. Frank Dorazio P. O. Box 1401 St. Catharines, Ontario L2R 7S8 684-4315	I. Ferdinandi D. MacKay B. Moukperian 684-8543
NORTH BAY (Nipissing District)	Nipissing District Industrial Training Advisory Committee	Mr. Donald M. Harris c/o Rahn Metals & Plastics Ltd. 141 Regina St P.O. Box 168 North Bay, Ontario P1B 8H2 474-0410	L. Guppy R. Schonfeldt 474-5546
NORTH YORK & YORK REGION	North York & York Region Community Industrial Training Committee	Mr. Jim Foy c/o Corporate Foods Ltd 1243 Islington Avenue Toronto, Ontario M8X 2W1 236-1911	T. Jeffree 965-4211
ORILLIA	Orillia & Area Industrial Training Committee	Mr. Warren Howes c/o Dorr Oliver Canada Ltd. 174 West Street South Orillia, Ontario L3V 6L6 325-6181	W. McConnell 737-1431



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OSHAWA (Durham County)	Durham Organization for Industrial Training (DO IT)	Mr. J. Gard, 56 Wayne Avenue Oshawa, Ontario L1G 3P9 576-0210	F. Norris 576-0171
OTTAWA-CARLETON	Ottawa-Carleton Industrial Training Council	Mr. G. Boole c/o Computing Devices P.O. Box 8508 Ottawa, Ontario K1G 3M9 596-7066	R. Eccles 731-7100
OWEN SOUND (Grey and Bruce Counties)	Grey-Bruce Industrial Training Committee	Mr. Murray Fullerton c/o Black Clawson-Kennedy Ltd. 1144 First Avenue West Owen Sound, Ontario N4K 5P9 376-8860	H. Ebel 376-5790
PETERBOROUGH	Peterborough Industrial Training Committee	Mr. Mike Nolan c/o Alfa-Laval Ltd. 113 Park Street South Peterborough, Ontario K9J 3R8 745-5735 (Committee Address: P.O. Box 1833 Peterborough, Ontario K9J 7X6)	R. Pereschuk 743-4172
PRESCOTT and RUSSELL COUNTIES	Prescott-Russell Industrial Training Committee	Mr. J.F. McAllister c/o Montebello Metal Limited P.O. Box 399 Hawkesbury, Ontario K6A 2S3 632-7096  and Mr. John A. Neysmith c/o IVACO Rolling Mills Box 322 L'Orignal, Ontario K0B 1K0 675-4671	L. Roy 731-7100
RENFREW COUNTY	Renfrew County Industrial Training Committee	Mr. Mac Fraser 152 Plaunt St. South Renfrew, Ontario K7V 1M8 432-8841	J.D. Gougeon 735-3911
SARNIA (Lambton County)	Lambton Industrial Training Committee	Mr. George Paylor c/o B. Naylor, North Building Lambton College of Applied Arts and Technology P. O. Box 969 Sarnia, Ontario N7T 7K4 867-2739	D. Frost E. Grant 542-7705
SAULT STE. MARIE	Sault Ste. Marie Business & Industrial Training Advisory Council	Mr. Doug Hertz c/o Algoma Steel Corp. Queen Street W. Sault Ste. Marie, Ontario P6A 5P2 945-2248	R. Wing 942-4420
SIMCOE (Haldimand- Norfolk)	Haldimand-Norfolk Industrial Training Committee	Mr. Jim Coffey c/o Fanshawe College of Applied Arts and Technology P.O. Box 10 Ireland Road Simcoe, Ontario N3Y 4K8 587-4541	C. Georgian 756-5197 T. Martin 453-7190
SOUTH RIVER Parry Sound)	East Parry Sound Industrial Training Committee	Mr. Gord Scarlett c/o Gord Scarlett Construction Limited R.R. #1 South River, Ontario P0A 1X0 386-2973	R. Schonfeldt (East L. Cuppy 474-5546
ST. THOMAS (Elgin County)	Elgin County Industrial Needs Council	Mr. Bill Horn, c/o Gorman-Rupp of Canada Ltd. 70 Burwell St. St. Thomas, Ontario N5P 3R7 631-2870	K. Vardy 453-7190



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SUDBURY	Sudbury Industrial Training Advisory Committee	Mr. John Moland c/o Inco Limited Training & Dev. Institute 30 Cedar St., 7th Floor Sudbury, Ontario P3E 5R7 675-9551	R. Maki A. Brown 675-4481
THUNDER BAY	Thunder Bay Training Committee	Mr. Larry Woods c/o Industrial Training Department Confederation College of Applied Arts and Technology P. O. Box 398 Thunder Bay, Ontario P7C 4W1 577-8431	H. Hogard 475-1605
TIMMINS	Timmins Industrial Training Advisory Committee	Mr. O. Nielson c/o Timmins Chamber of Commerce P. O. Box 985 916 Algonquin Blvd. East Timmins, Ontario P4N 7H6 264-4321	A. Piche J. Labrecque 264-2354
TORONTO CENTRAL	Toronto Advisory Committee on Employment Training (TACET)	Mr. C. C. (Bucky) Clare c/o Clare-Randall-Smith & Association Ltd. 53 Lesmill Road Don Mills, Ontario M3B 2T8 445-8166	T. Jeffree 965-4211
WALLACEBURG	Wallaceburg & District Industrial Advisory Committee	Mr. Mike Berthiaume c/o H.E. Vannatter Ltd. 102 Arnold Street Wallaceburg, Ontario N8A 3P3 627-6021	R. Lavin 354-9100
WAWA (North Algoma)	North Algoma Industrial Training Organization (NAITO)	Mr. Harvey West c/o MRT Home & Automotive Supplies P. O. Box 1490 54 Broadway Avenue Wawa, Ontario P0S 1K0 856-2285	J. Pino D. Muncaster 942-4420
WINDSOR	Windsor Chamber Task Force on Industrial Training	Mr. George H. Shaffer c/o Hartford Tooling Ltd. 1880 Assumption Street Windsor, Ontario N8Y 1C4 252-3449	W. Collins 254-8654
WOODSTOCK (Oxford County)	Oxford Industrial Training Group	Mr. George Simmons 643 Northdale Drive Woodstock, Ontario N4S 5K8 539-9439	T. Martin 453-7190
PROVINCE-WIDE (Aerospace Industry)	CITC for Air Industries Association of Canada	Mr. Peter Broadhurst c/o Litton Systems 25 Cityview Drive Rexdale, Ontario M9W 5A7 249-1231	Dick Ranney 965-6157
PROVINCE-WIDE (A.P.M.A.C.)	CITC for The Automotive Parts Manufacturers' Association of Canada	Mr. Dennis DesRosiers 55 York Street, Suite 402 Toronto, Ontario M5J 1R7 366-9673	Dick Ranney 965-6157
PROVINCE-WIDE (C.M.B.A.)	CITC for Canadian Machine Builders' Association	Mr. H.B. Iron Box 3430 Cambridge (P), Ontario N3H 4S1 Toronto - 364-6208 Cambridge - 653-5774	Gord McRae 963-3114
PROVINCE-WIDE (C.T.M.A.)	CITC for Canadian Tooling Manufacturers' Association	Mr. Ken Watton c/o Kapco Tool & Die Ltd. 3200 Devon Road Windsor, Ontario N8X 4L4 966-0320	Gord McRae 963-3114
THUNDER BAY Area	Grain Trade Industrial Training Committee	Mr. Ken Hogan c/o Saskatchewan Wheat Pool 34 North Cumberland St. Thunder Bay Ontario P7A 4L3 344-5701	S. Kranyak 475-1605



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PROVINCE-WIDE (M.E.M.A.C.)	CITC for Machinery & Equipment Manufacturers' Association of Canada	Mr. J.R. Romanow 116 Albert Street, Suite 701 Ottawa, Ontario K1P 5J3 232-7213	Gord McRae 963-3114
NORTHWESTERN Ontario	Northwestern Ontario Pulp & Paper Industrial Training Committee	Mr. Lorne Campbell c/o Abitibi-Price Fine Papers P.O. Box 2450 Thunder Bay, Ontario P7B 5E9 683-6211	S. Kranyak 475-1605
NORTHERN Ontario (O.L.M.A.)	CITC for Ontario Lumber Manufacturers' Assoc.	Mr. Dan Ryan c/o Malette Lumber Inc. Box 1090 Timmins, Ontario P4N 7J6 267-1462	B. Morissette 264-2354
PROVINCE-WIDE (S.P.I.)	CITC for The Society of the Plastics Industry of Canada	Mr. Harry Blair c/o Shell Canada Ltd 505 University Avenue Toronto, Ontario M5G 1X4 597-7111	Dick Ranney 965-6157



THE LONDON INDUSTRIAL TRAINING ADVISORY BOARD  
SPONSORS THE NEXT PROVINCIAL CONFERENCE FOR  
THE CITC-EMPLOYMENT TRAINING COMMUNITY  
AT THE LONDON HOLIDAY INN  
OCTOBER 2-3, 1985

For information concerning registration, write to:

Ms. Linda Peters  
Executive Assistant  
London Industrial Training Advisory Board  
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148 York Street  
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